

LEA Plan for Use Of Funds

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are to the greatest extent practicable consistent with the most recent CDC guidance on reopening schools in order to continuously and safely open and operate schools for in-person learning;

The Florham Park School District will be utilizing the ARP ESSER funds to implement prevention and mitigation strategies that are to the greatest extent practicable consistent with the most recent CDC guidance on the reopening schools in order to continuously and safely open and operate schools for in-person learning.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as summer learning or summer enrichment extended day comprehensive afterschool programs or extended school year;

The Florham Park School District utilizes Fountas and Pinnell Leveled Literacy Intervention (LLI), <https://www.fountasandpinnell.com/intervention/>, Reflex Math, <https://www.reflexmath.com/?scrlybrkr=be9c3594>, Reteach activities through math program, Project Read Phonics program, <https://www.projectread.com/primary-phonics/>, Do the Math, <https://www.hmhco.com/programs/do-the-math,etc>.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act;

We have used online learning platforms to share resources, assess students, and provide feedback to students. The Florham Park School District has used the google environment, Scholastic Literacy Pro, <http://teacher.scholastic.com/products/litpro/#/>, IXL, <https://www.ixl.com/>, LinkIt! Platform for Math Benchmarks and data collection, <https://www1.linkit.com/>, etc.

4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

We have incorporated Columbia University's Teachers College Phonic Program for grades K-3 and the Project Read Linguistics program for students grades 4-8 including Tier I interventions, then for Tier II Interventions we use Fountas and Pinnell LLI program, <https://www.fountasandpinnell.com/intervention/>, that embeds phonics within the instruction. With students that need Tier III instruction, we provide the students with Wilson Phonics instruction. <https://www.wilsonlanguage.com/programs/> Through the communication through building ScIP committees, curriculum council meetings, board of education curriculum sub committee, faculty meetings, PTA meetings, and the Florham Park Special Education Parent Advisory Group (SEPAG) meetings, the district will gain input from all stakeholders.

5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Through the communication through building ScIP committees, curriculum council meetings, board of education curriculum sub committee, faculty meetings, PTA meetings, and the Florham Park Special Education Parent Advisory Group (SEPAG) meetings, the district will gain input from all stakeholders. Florham Park will adhere to engaging in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

ARP ESSER Use of Funds

K) Purchasing educational technology (including hardware, software and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

The Florham Park School District is looking to support all students to be able to access instructional materials both in person and virtually.

R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

The Florham Park School District is looking to provide consistent instruction for students throughout the school year to ensure the students are provided the most effective instruction for the students.